The Member then proceeded to criticise the action of Government in connection with the strike in the light of the Press communiqués issued on the subject and observed that it was desirable to re-admit the rusticated pupils to school, and withdraw the prosecutions against the school-boys as a special case. Government would also be doing a graceful act, if they expressed regret for the excesses committed by some of their officers and gave strict injunctions to the Department of Education to show more care, more efficiency and more sympathy in their work. They would also be acting wisely, if they did not rake up this nauseating question by the levy of increased fees in the near future.

Dewan's reply.—I thank you for your interesting paper. You have dealt with matters of such great magnitude that it would be rash for me to attempt to give an off-hand reply, especially as I am labouring under an additional disadavantage in that you did not furnish me with a list of the points on which you were going to speak.

You have attacked, in very strong terms, His Highness the Maha Raja's College and the character of the education imparted in it. It is not our contention that the system of education imparted in the College is perfect. But I would remind you that, imperfect as the education imparted in this College is, it is subject to the supervision of the Madras University. In regard to the School Department, you deprecate the appointment of occasional Committees and Conferences and the adoption of what you are pleased to call a policy of drift. I certainly deprecate, as strongly as you do, a policy of drift, and, so far as it has been in my power, I have been attempting to stop that policy.

Member.—Thank you, Sir.

Dewan.—In regard to Committees and Conferences, you have criticised a conference which I summoned about a year ago and on the recommendations of which some of the decisions of Government have been based. I believe such of the members present to-day as were also present at the last session of this Assembly remember that the question of this Conference came up before the House last year, and one of the members then present, Mr. K. M. Mamman Mappillai, said "We want in this Conference men who would express their opinion fearlessly," and I replied, "It is exactly such men that I want"; and I invited the House to suggest the names of the gentlemen who, in their opinion, would answer to that description. That does not show that Government wanted to have in the Conference men in whose opinion the public can have no confidence.

You have touched upon the question of the students' strike. It is a vexed question and an unfortunate question. I was not aware that you were going to deal with that question. You attacked chiefly one sentence in one of the Communiqués issued by the Government, namely, that in which the Government said there were reasons to believe that the students were set upon and encouraged by mischief-makers. You yourself gave an answer to your own objection when you said that the mischief might have proceeded from various sources. It might have flowed from non-co-operators or from others. I am sure you will give the Government credit to this extent at least, that Government would not have made that statement without sufficient materials before them for making it. The conduct of the various departmental officers in connection with this deplorable event is under examination by the Government, and I expect that that conduct, if it is faulty in the case of any body, will receive deserving punishment. I may also add that all the points touched by you will receive careful examination at the hands of Government.

112. Educational reforms in Travancore.

Mr. P. Velayudhan Pillai (Member, Municipal Council, Neyattinkara) referred to the progress of education in the State as compared with other parts of India and said that, in spite of this all-round progress, there was still a dark and gloomy side and that urgent reforms were necessary in regard to the following matters:—(1) to keep the growth of primary education consistent with the growth of modern political life; (2) to keep the diffusion of mass education steadily in view; (3) to make the

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present system of education conducive to the speedy improvement of the economic condition of the people and the material prosperity of the country; and (4) to make the increased cost of education produce proportionate results. The Member dwelt at length on the necessity of making primary education free and compulsory under such restrictions and safeguards as might be found necessary after a careful investigation of existing conditions. He then referred to the representations made on the subject at the previous sessions of the Assembly and in the Legislative Council. His suggestion was that primary education which was now free should also be made compulsory.

Coming to the second point, the Member said that the education imparted to children must be such as would render them useful citizens in after-life. Primary education in itself without opportunities for enlarging one's mental outlook and without a vocational training would not produce the desired result. What was therefore needed was a well-laid scheme of mass education with primary education as its ground work. Night schools should be encouraged by suitable grants and a scheme of popular lectures, magic lantern exhibitions, publications of leaflets, etc., must be introduced to disseminate knowledge among the rural and adult population. Every school, whether aided, rural or unrecognised, contributed in some degree to the spread of education and a reduction in their number should not be brought about by any undue insistence on departmental rules. The Member then referred to the fall in the number of departmental and private rural schools and partially recognised schools during 1096 as seen from the Administration Report for the year and said that the matter should be looked into. The Member also ventured to suggest that secondary education should, if possible, be made free.

He pointed out that many who passed the Vernacular School Leaving Examination failed to get any employment since the only opening allowed to them was teachership in vernacular schools and suggested that, instead of confining their admission to the Education Department alone, other Departments such as the Anchal, the Registration and the Forest might be thrown open to them. The system of teaching English in Vernacular Middle and High Schools should be improved so that the English education that they imparted in such schools might stand them in good stead in after-life. Instead of saddling the students with a number of unnecessary and costly books, only such books as were calculated to impart sound and useful knowledge should be prescribed.

Referring to English education, the Member said that the present system was defective. The chief defect was that the High School course was so modelled as to be a prelude to a University course, with the result that those who failed to avail themselves of the University course were fit for nothing in spite of their education. In view of the very large number of such pupils turned out year after year, Vernacular and English education might be remodelled so that, while the aim of general culture was kept in view and while all those who had the requisite intelligence and convenience were enabled to take up a University course, the large number of the other students of ordinary ability might be given adequate training in some useful subject such as spinning, weaving, furniture-making, etc.

Regarding educational expenditure, the Member said that it was bound to increase, and that the questions for consideration were the method of distribution of the expenditure and the means for raising the educational income. In regard to the method of distribution of educational expenditure, the Member said that the expenditure under "Controlling Agencies" admitted of substantial reduction without efficiency being in any way impaired. The distribution of expenditure under vernacular, English and collegiate education should be more equitable than at present. His proposal was that, as far as collegiate education was concerned, a scheme of scholarships should be introduced to help the deserving poor and that the rich who could afford to pay should be made to contribute towards the cost of such education. In regard to the means to be adopted for raising the educational income, the Member strongly pleaded for such a scheme as would tap the resources of the people in proportion to their capacity. The Member then pointed out that a relaxation of the

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existing rules with regard to school buildings and school premises would be of immense help to the people.

Dewan's reply.—I do not propose to give an off-hand reply to you. There are several important matters in what you said which require careful consideration. The policy which you want the Government to pursue is in no way different from the policy which the Government are themselves pursuing. I do not, therefore, see why the policy of Government, which seems to agree with yours, should be criticised by you. All the suggestions in your representation will be duly considered.

Mr. M. J. Joseph (Member, Municipal Council, Kottayam) represented that it was absolutely necessary in the interests of discipline in schools that all subjects taught in Form VI of English schools should be made subjects for the final examination. He also requested that arrangements might be made for the publication of the results before the re-opening of schools, or failing that, to re-open the schools some time after the publication of the results. He said that it was unnecessary to maintain two sets of Schools, Vernacular Middle Schools and English Middle Schools, as that system involved waste of money and intellectual energy. His proposal was that Government should maintain only one set of schools, that, in those schools, instruction in all subjects except English should be given through the medium of the vernacular up to Form III or Class VII, that English should be taught as a compulsory subject of study, and that a public examination might, if considered necessary, be conducted at the end of the Form III course. The question of the education of Panchamas next engaged the attention of the Member. Their education was not making much headway in spite of the stipend of Rs. 3 per pupil given by Government. The Member suggested that a boarding school to accommodate 50 Panchama pupils might be started by Government, or, if that was considered impracticable, that the Salvation Army or any other charitable institution might be entrusted with the funds for carrying out the above work. Both in the case of schools to be managed by the people themselves and in the case of buildings constructed by the people to be handed over to Government for departmental management, many unnecessary restrictions were imposed which entailed heavy expenditure on the people. All that had to be insisted upon, in the Member's opinion, was that school buildings should be strong ones and should aid the pupils in the development of their body and mind. He proposed that, in the case of both English and vernacular schools, all buildings which had sufficient accommodation, convenience and ventilation should be accepted by Government.

In describing the pitiable condition of teachers of aided schools, he said that, although Government declared that those teachers should be of the same educational qualifications as those in departmental institutions in view of the fact that they were doing the same kind of responsible work as in the latter schools their pay was small and prospects limited. The managers of aided schools were quite indifferent to this matter and Government did not interfere with the result that there was a large body of discontented teachers. He requested that a minimum scale of pay might be fixed for these teachers by Government, the managers being required to pay their teachers in accordance with that scale. As the Provident Fund Scheme was not introduced by a single manager till now, the Member requested that pressure might be brought to bear upon the managers to contribute their share of the Fund, or if that course was considered to be undesirable, Government might contribute the manager's share also in addition to their own. If necessary, the fees might be raised. If Government were not prepared to adopt the latter course also, the Member requested that at least the share promised by Government might be given to the teachers.

Dewan's reply.—You have raised six points in the course of your discussion.

In regard to the subjects taught in Form VI, which do not count for the purpose of the English School Leaving Certificate Examination, and the percentages of marks to be obtained in respect of them, Mr. Hodgson says that that is a matter in which correspondence has to be started with the University, since any new curriculum to be introduced should receive the sanction of that body.

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In regard to the early publication of the results of the English School Leaving Certificate Examination, I think that you are right when you say that we should do all that we could to expedite the publication of the results. I shall request the Director to arrange accordingly.

In regard to the two present courses of studies, you seem to say that the vernacular course should be abolished. The next speaker is going to deal with it, and I shall give my reply after hearing him.

In regard to the establishment of a poor house, I have told a Member already that I do not think that any such institution could be run efficiently by the State. Government can only consider the question of aiding quasi-public bodies that undertake such work.

You will be glad to learn that cheap designs are being prepared, both for English and vernacular school buildings. They are being prepared by the Chief Engineer in consultation with the Director of Public Instruction, and Government are awaiting them from the Chief Engineer, with estimates of cost. The Government are aware of the importance of the matter, and it will receive their early attention.

You say that school fees should be raised, that the minimum pay of the teachers should be increased, that the Managers should be compelled to contribute a share to the Teachers' Provident Fund, and that, if they do not do so, the Government should make up the balance. The Head Masters' Conference has dealt with these subjects and its resolutions are now under the consideration of the Director. I shall remember what you have said in dealing with the questions.

113. Reconstruction of the Education Department.

Mr. V. Parameswaran Tampi (Member, Municipal Council, Mavelikara) referred to the appointment of several Committees by Government such as the Educational Expenditure Committee and the Curricula Revision Committee, with a view to reform the educational system of the State, but deplored the absence of any attempt on the part of the Government or the people to find out a solution for the problem of unemployment and the consequent degeneration among the young men of the country who passed the public examinations. One of the main factors that contributed to such a state of affairs was the want of facilities for imparting industrial education in schools and the absence of any means to develop the vocational side of education. The Member urged that instruction in one or other useful industry should be given along with the usual courses of study in every school. It was the prime duty of Government to impart elementary education. There could not be much harm if Government left higher education in the hands of private agencies, retaining supervision alone in their hands. The advancement of the backward classes also devolved on Government and one of the ways by which that could be accomplished was to make elementary education compulsory and free. In regard to secondary education, it was pointed out that it was undesirable to have two sets of Middle Schools, viz., the English and the vernacular. It would be well if this parallel system could be done away with and Anglo-Vernacular Middle Schools established in their stead where arrangements could be made for making vernacular the principal language and English subsidiary and compulsory, as also for training pupils in useful industrial pursuits. The Member advocated co-education of boys and girls in the primary grade. He observed that the system under which pupils had to select their optional subjects when they got to Form V had a pernicious effect on their future education, as a pupil of Form V could not be expected to have reached a stage of mental development when he could choose the optional subject best suited to his tastes and inclinations. The Member next pointed out the necessity for at least one European Professor to teach English in the College.

He then criticised the unwholesome policy of appointing the Principal of the Arts College as the Director of Public Instruction. The proper person to fill the post of the Director was one who, in addition to his having an adequate working

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